

# Building Safe, Healthy and Caring Learning Environments

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# **Improving Schools : Lessons from Multiple Communities**

- **High levels of academic press & student support**
- **A commitment and capacity to succeed with all students & a student-centered school culture**
- **Strong conditions for learning and teaching**
- **School, Family, and Community Partnerships**
- **Organizational efficacy, Effective Collaboration, & The Efficient Use of Data**



# **HIGH LEVELS OF ACADEMIC PRESS & STUDENT SUPPORT**



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# School as a Risk Factor



Risk

- Alienation
- Academic Frustration
- Chaotic Transitions
- Negative Relationships with Adults and Peers
- Teasing, Bullying, Gangs
- Segregation with Antisocial Peers
- School-driven Mobility &
- Harsh Discipline, Suspension, Expulsion, Push Out/Drop Out.



# School as a Protective Factor and as a Resilient Context

Protection

- Connection
- Academic Success
- Supported Transitions
- Positive Relationships with Adults and Peers
- Caring Interactions
- Positive interactions with Pro-social (not, anti-social) peers
- Stability
- Positive approaches to disciplinary infractions &
- Services and Supports



# An Example of What Can Be Done: North Lawndale College Preparatory School, Chicago

- “This is not about graduating from high school; it is about graduating from college”
- Money for counselors, not metal detectors and security staff
- One counselor stays with same students grades 9-13; another one follows up 14-16



# **An Example of What Can Be Done: North Lawndale College Preparatory School, Chicago**

- **Strong academic press;  
strong social support**
- **Supports academic risk  
taking: “teachers are like  
another set of parents”**
- **Development of moral  
community**
- **Fellow students “like  
brothers, sisters, cousins”**



# **A COMMITMENT & CAPACITY TO SUCCEED WITH ALL STUDENTS & A STUDENT-CENTERED SCHOOL CULTURE**



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# The Troubled and/or Troubling Student's Journey

## ■ Poverty & exposure to trauma

- ◆ Poor Executive Functions
- ◆ Behavior & mental health problems

## ■ Behavior & mental health problems

- ◆ Lessened opportunity to learn

## ■ Lessened opportunity to learn

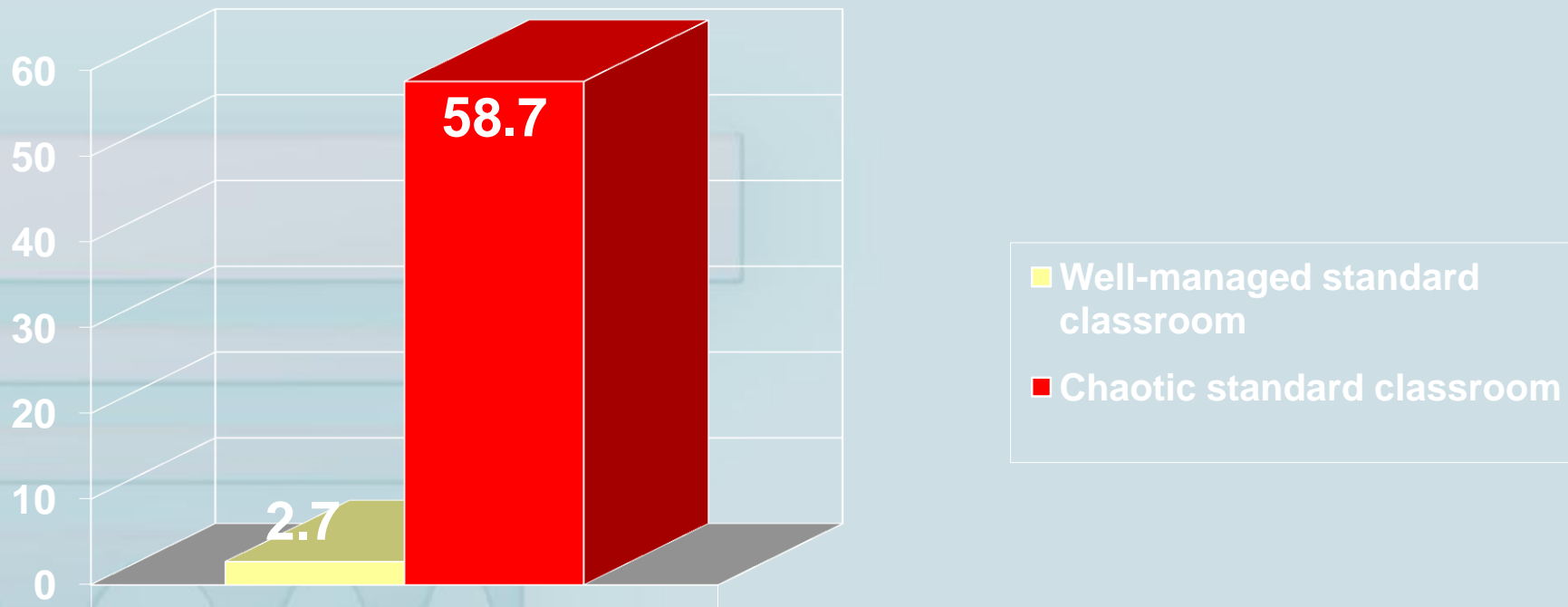
- ◆ Poor learning outcomes
- ◆ Increased behavior & mental health problems
- ◆ School-driven mobility → segregating placements
- ◆ Suspension → expulsion/ drop out



# The Troubled School Journey

- **Poverty, exposure to trauma, disciplinary history, and academic underachievement for many students**
  - ◆ Excessive behavior & mental health problems
- **Excessive behavior & mental health problems**
  - ◆ Poor conditions teaching
  - ◆ Reactive behavioral approaches
  - ◆ Poor conditions for learning
- **Poor conditions for teaching & learning**
  - ◆ Poor attendance & learning outcomes
  - ◆ Increased behavior & mental health problems
  - ◆ Low faculty morale, poor staff attendance, staff turn-over
  - ◆ Suspension -> expulsion / drop out

## Example of School Effects: What are the odds that the top 18% of students with behavioral problems in 1<sup>st</sup> grade will be in the top 18% in 7<sup>th</sup> Grade?



Odds ratio

Kellam et al., 1998

# What Can Be Done In First Grade to Change These Trajectories

- **Classroom Planning**

- ◆ COMP

- **Classroom Management**

- ◆ Good Behavior Game

- **Teacher-Student Relationship in First Grade**

- ◆ CLASS

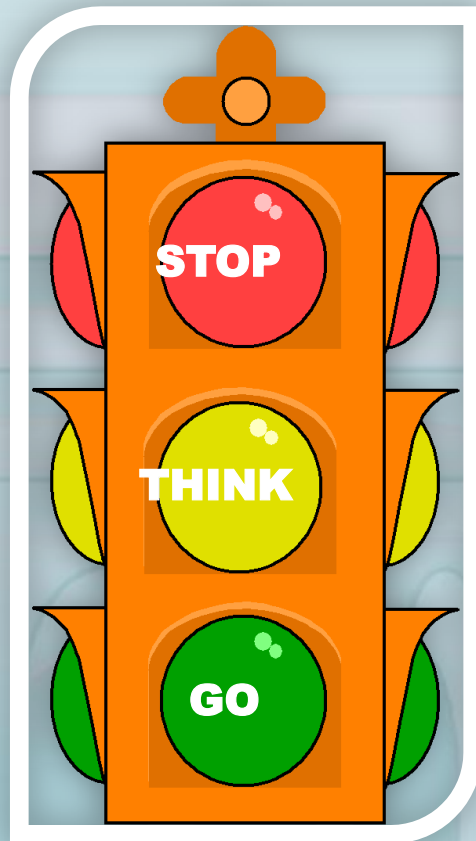
- **Social Emotional Learning**

- ◆ E.g., PATHS

- **Classroom Communities**

- ◆ E.g., Responsive Classroom

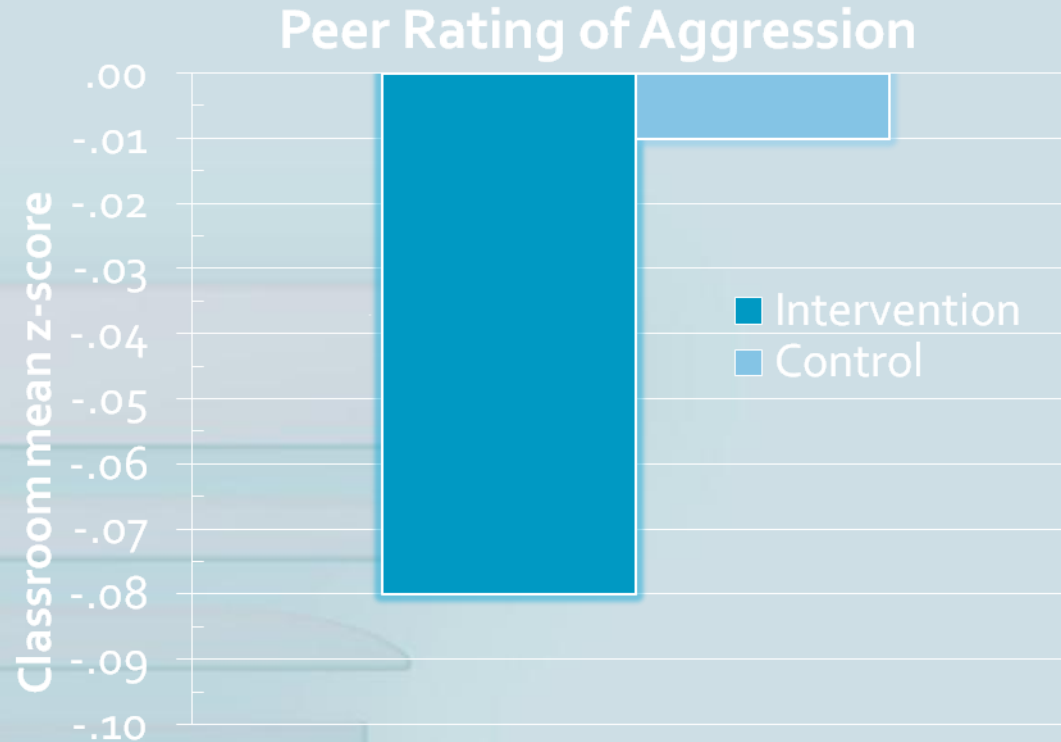
# Provide Tools: When You Have a Problem...



- **STOP**, CALM DOWN, & **THINK** before you act
- Say the PROBLEM and how you FEEL
- Set a POSITIVE GOAL
- **THINK** of lots of SOLUTIONS
- **THINK** ahead to the CONSEQUENCES
- **GO** ahead and TRY the BEST PLAN

# PATHS Universal Intervention

## End of First Grade (1 Year of Intervention)



Children who receive PATHS rate their classmates as significantly less aggressive than do children in randomized comparison classes

# Work at Three Levels

## **Provide Individualized Intensive Supports**

Provide coordinated, intensive, sustained, culturally appropriate, child and family focused services and supports.

## **Intervene Early & Provide Focused Youth Development Activities**

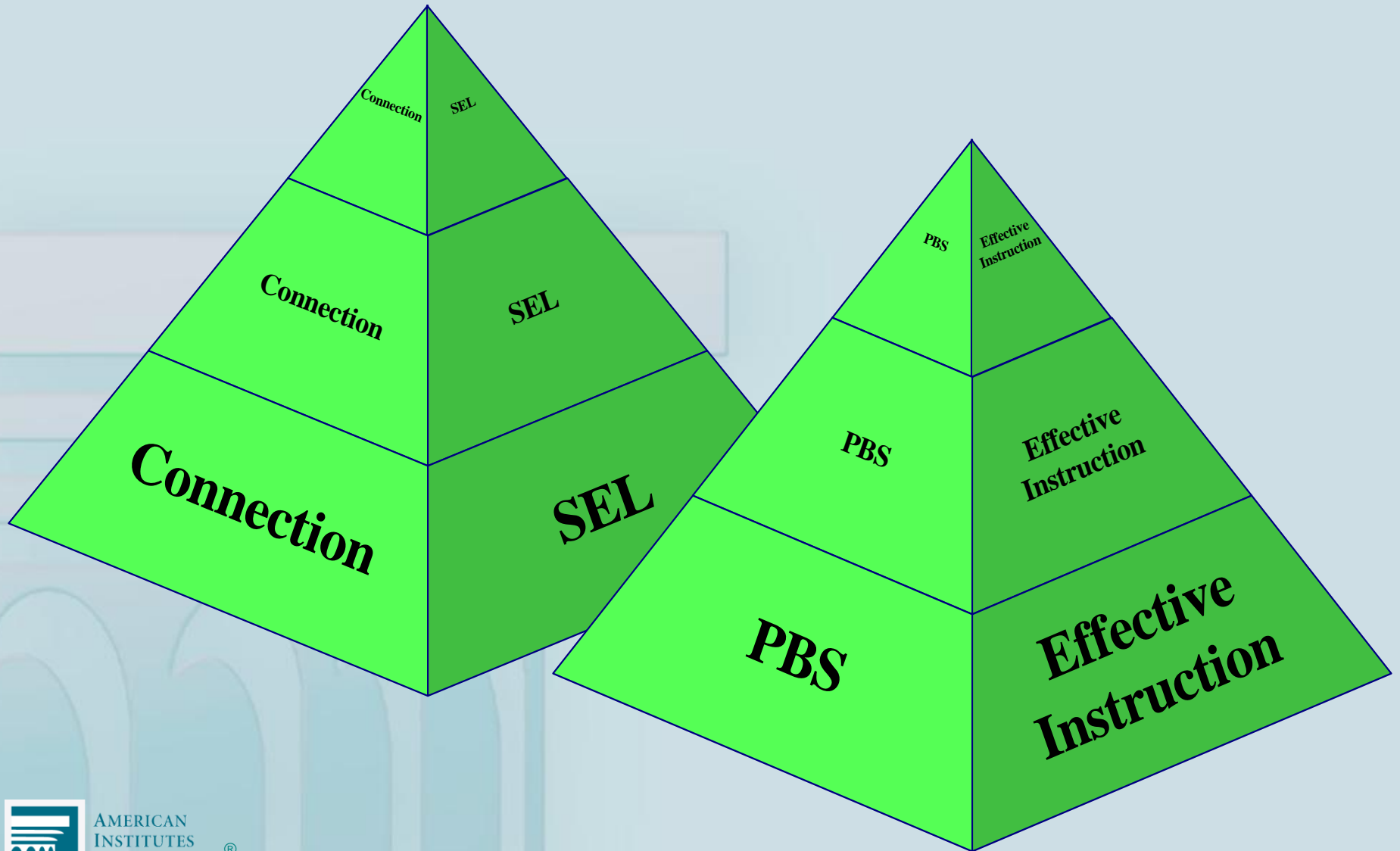
Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

## **Build a Schoolwide Foundation**

Universal prevention and youth development approaches, caring school climate, positive and proactive approach to discipline, personalized instruction, cultural competence, and strong family involvement.



# Think Pyramid, Not Triangle





# We Have Evidence-Based Practices Ready for Use in Schools

## Effectiveness of Universal School-Based Programs to Prevent Violent and Aggressive Behavior A Systematic Review

Robert Hahn, PhD, MPH, Dawna Fuqua-Whitley, MA, Holly Wethington, PhD, Jessica Lowy, MPH, CHES, Alex Crosby, MD, MPH, Mindy Fullilove, MD, Robert Johnson, MD, Akiva Liberman, PhD, Eve Moscicki, ScD, MPH, LeShawndra Price, PhD, Susan Snyder, PhD, Farris Tuma, ScD, Stella Cory, MD, MPH, Glenda Stone, PhD, Kaushik Mukhopadhyaya, PhD, Sajal Chattopadhyay, PhD, Linda Dahlberg, PhD, Task Force on Community Preventive Services

**Abstract:** Universal, school-based programs, intended to prevent violent behavior, have been used at all grade levels from pre-kindergarten through high school. These programs may be targeted to schools in a high-risk area—defined by low socioeconomic status or high crime rate—and to selected grades as well. All children in those grades receive the programs in their own classrooms, not in special pull-out sessions. According to the criteria of the systematic review methods developed for the *Guide to Community Preventive Services (Community Guide)*, there is strong evidence that universal, school-based programs decrease rates of violence among school-aged children and youth. Program effects were consistent at all grade levels. An independent, recently updated meta-analysis of school-based programs confirms and supplements the *Community Guide* findings.  
(Am J Prev Med 2007;33(2S):S114–S129) © 2007 American Journal of Preventive Medicine

“there is strong evidence that universal, school-based programs decrease rates of violence...”

# We Have Evidence-Based Practices Ready for Use in Schools

- Anger management
- Bullying prevention
- Conflict resolution
- Family therapy
- Parenting skills
- Problem-solving
- Social competence
- Substance abuse resistance
- Etc.



# Example: Evidence of Success with SEL

- 23% increase in social / emotional skills
- 9% improvement in attitudes about self, others, and school
- 9% improvement in prosocial behavior
- 9% reduction in problem behaviors
- 10% reduction in emotional distress
- 11% increase in standardized achievement test scores (math and reading)

Source: Durlak, J.A., Weissberg, R.P., Taylor, R.D., & Dymnicki, A.B. (In Press) Child Development The effects of school-based social and emotional learning: A meta-analytic review.

# Supporting Conditions for Learning

 **Connection**  
 **Attachment**  
 **Trust**  
 **Care**  
 **Respect**

**Social Emotional  
Learning & Support**

**Positive Behavioral  
Approaches & Supports**

**Learning Supports**  
 **Effective Pedagogy**  
 **Engagement**  
 **Motivation**

# Cultural Competence is Central

- Value Diversity
- Capacity For Self Assessment
- Consciousness of the Dynamics When Cultures Interact
- Willingness to Engage in Ongoing Professional Development
- Change Behavior to Reflect an Understanding of Diversity Between and Within Cultures

# Odds Ratios for A/A ED Identification

1.	Nebraska	6.06
2.	Iowa	4.31
3.	Kentucky	3.87
4.	Montana	3.75
5.	Utah	3.73
6.	Minnesota	3.29
7.	Louisiana	2.90
8.	Washington	2.89
9.	Oregon	2.85
10.	W. Virginia	2.77
	United States	1.92



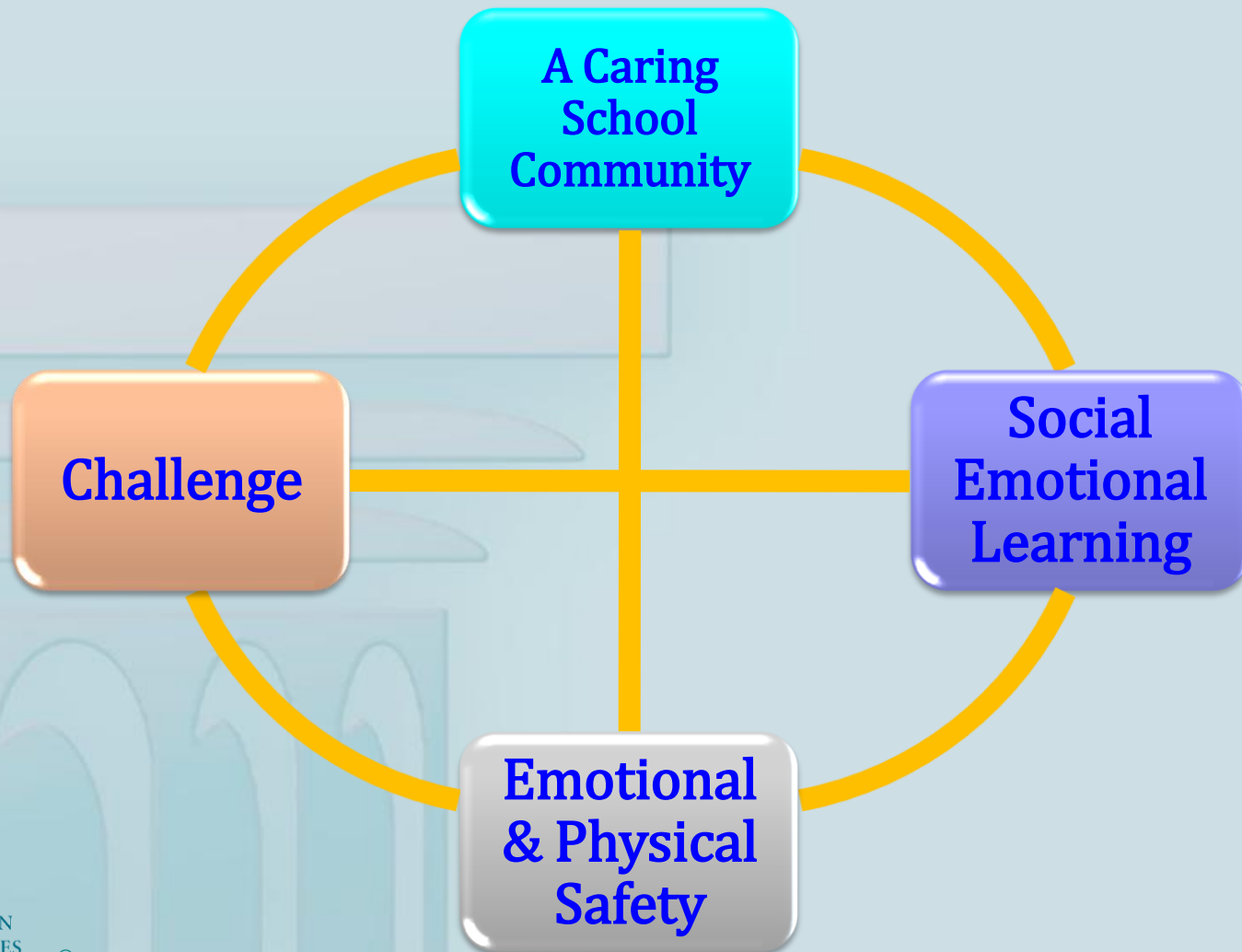
## IOWA PUBLIC HIGH SCHOOL GRADUATION RATES BY RACE/ETHNICITY 1998, 2007, AND 2008

Ethnic Group	Number of Graduates			Graduation Rates		
	1998	2007	2008	1998	2007	2008
<b>All Minority</b>	1,819	3,108	3,322	73.4%	77.6%	72.8%
African American	696	1,190	1,264	67.6	74.6	71.0
American Indian	84	152	159	62.2	75.6	67.7
Asian	508	610	631	88.0	91.2	88.4
Hispanic	531	1,156	1,268	72.0	75.1	69.3
White	32,370	31,019	31,251	89.1	92.0	90.8
State	34,189	34,127	34,573	88.1	90.5	88.7

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

# You Need it All

The Four Elements of a Comprehensive Plan for  
Safe, Supportive and Successful Schools





# **STRONG CONDITIONS FOR LEARNING AND TEACHING**



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# What Affects Learning Outcomes?

**Capacity  
For Learning**

**Conditions  
For Learning**

**Capacity  
For Teaching**

**Conditions  
For Teaching**



# Social Emotional Conditions for Learning

## Students are supported

Meaningful connection to adults  
Strong bonds to school  
Positive peer relationships  
Effective and available support

## Students are socially capable

Emotionally intelligent and culturally competent  
Responsible and persistent  
Cooperative team players  
Contribute to school and community

## Students are safe

Physically safe  
Emotionally and socially safe  
Treated fairly and equitably  
Avoid risky behaviors  
School is safe and orderly

## Students are challenged

High expectations  
Strong personal motivation  
School is connected to life goals  
Rigorous academic opportunities



# Social and Emotional Conditions for Teaching

## Teachers are supported

Meaningful connection to each other  
Relational Trust  
Ongoing professional development  
& support

## Teachers are socially capable

Emotionally intelligent and  
culturally competent  
Responsible and persistent  
Cooperative team players

## Teachers are safe

Physically safe  
Emotionally and socially safe  
Treated fairly and equitably  
School is safe and orderly

## Teachers are challenged

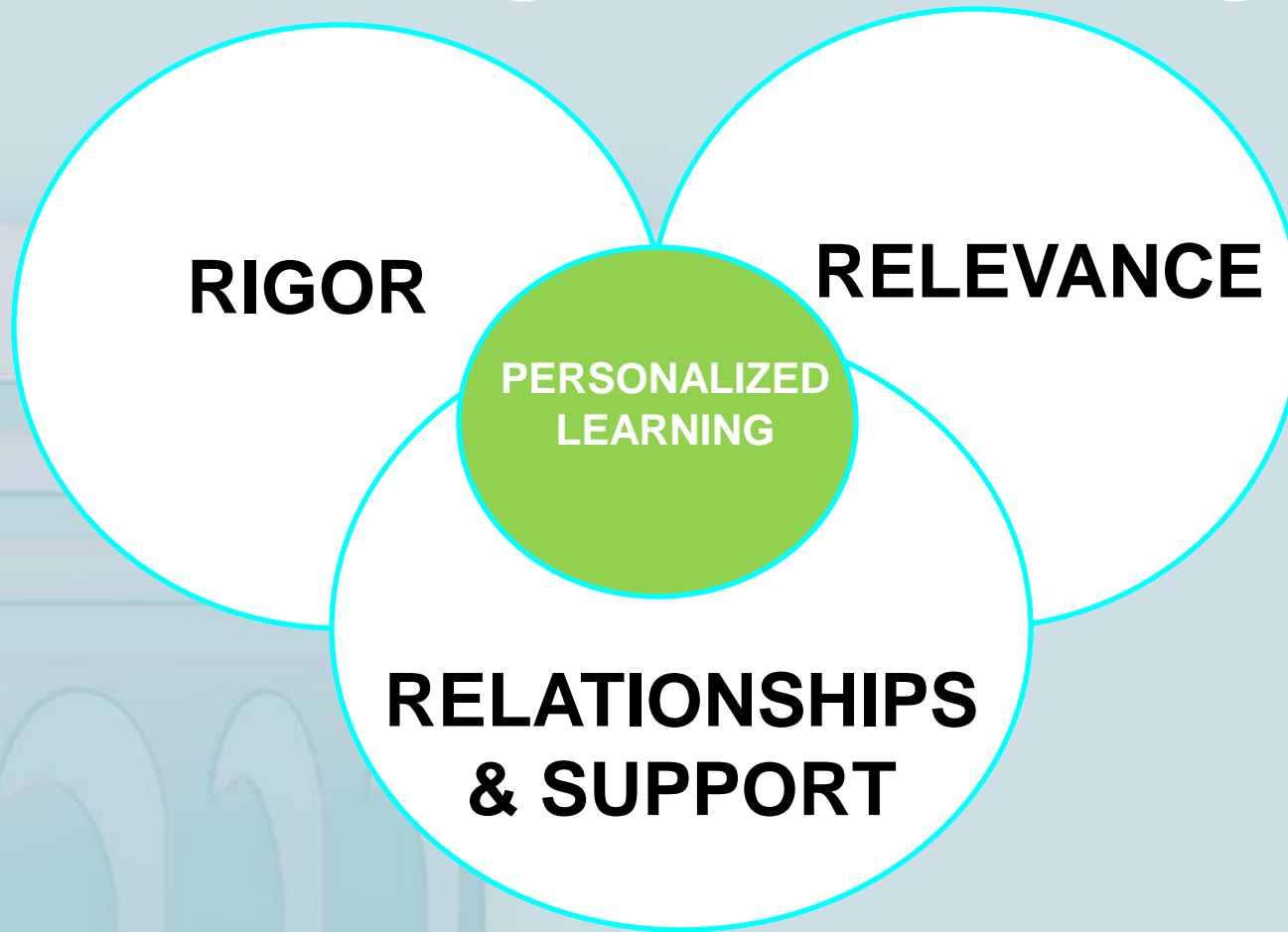
High expectations  
Strong personal motivation  
Their work is connected to life goals  
Focused academic professional  
development



# Conditions for Learning



# Conceptual Framework for Learning and Teaching

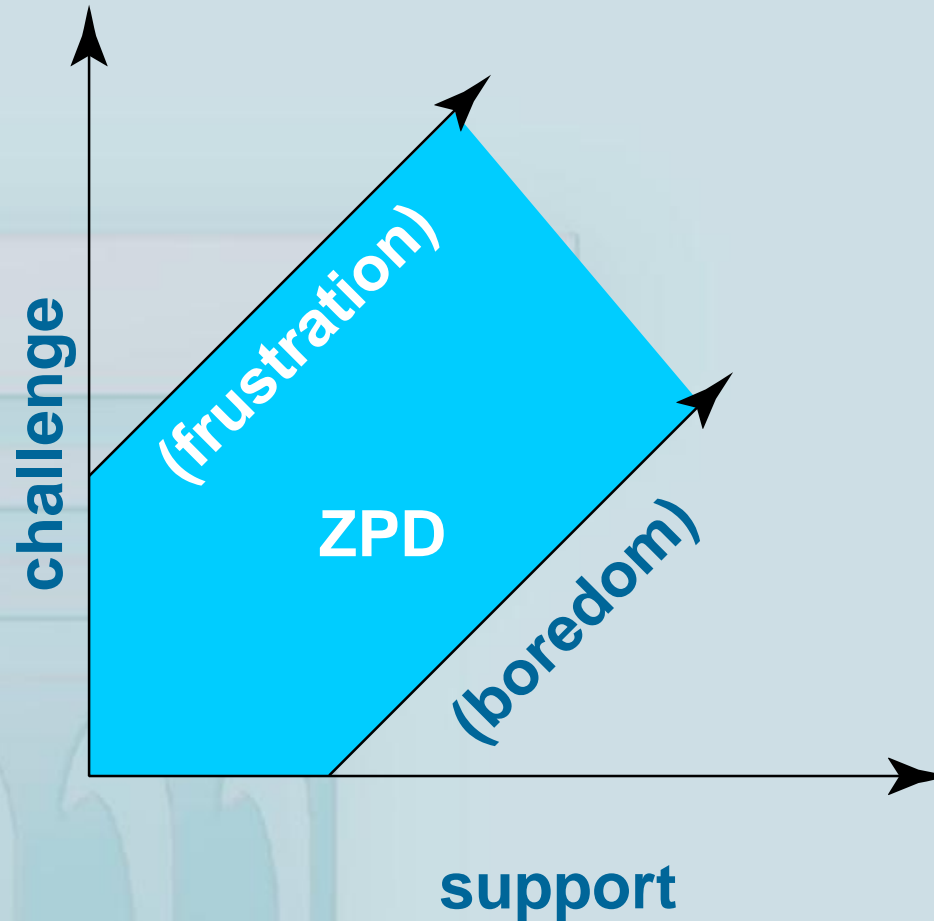


# Why Are Conditions For Learning Important

- Teaching in the Zone (of Proximal Development )
- Personalizing Instruction
- Differentiating Instruction
- Scaffolding learning and support

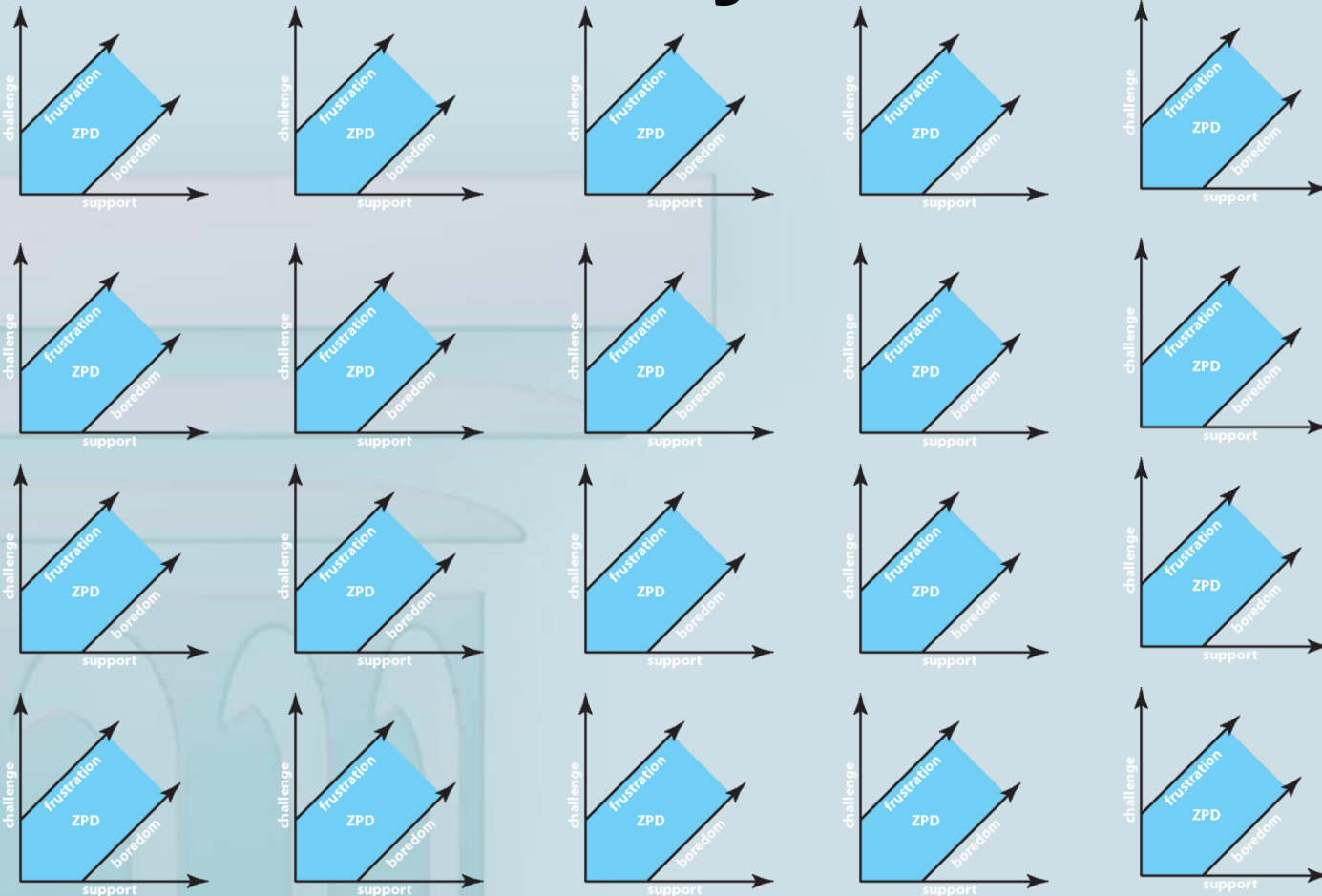


# The Zone of Proximal Development for Learning & Development





# The Challenge: Be in the Zone of Proximal Development for Every Child



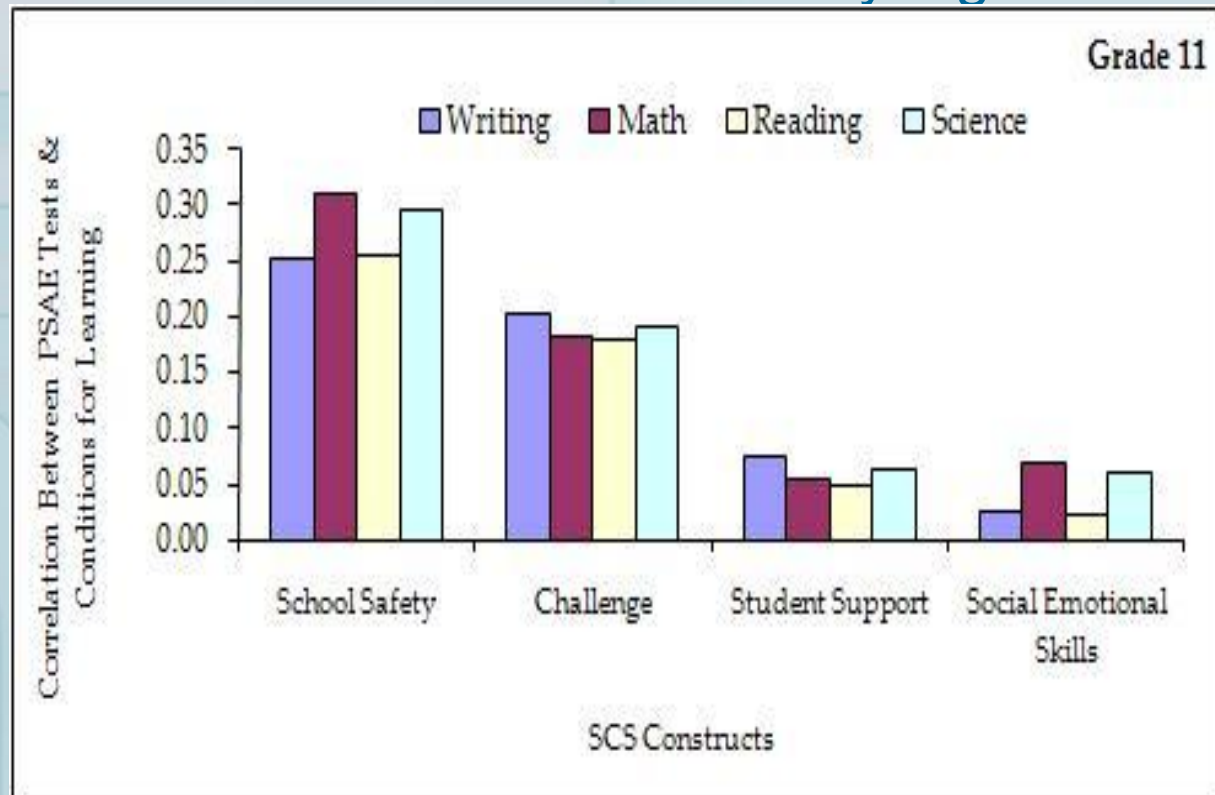
# Why Are Conditions For Learning Important - *The Neurochemistry and Neurobiology of Learning*

- **Attending**
- **Concentrating**
- **Using working memory**
- **Memorizing**
- **Handling Emotions**



# Safety and State Wide Tests

- The school safety scale showed the highest correlations with the subscales from the Prairie State Achievement Exam
  - ◆ All the correlations were statistically significant.

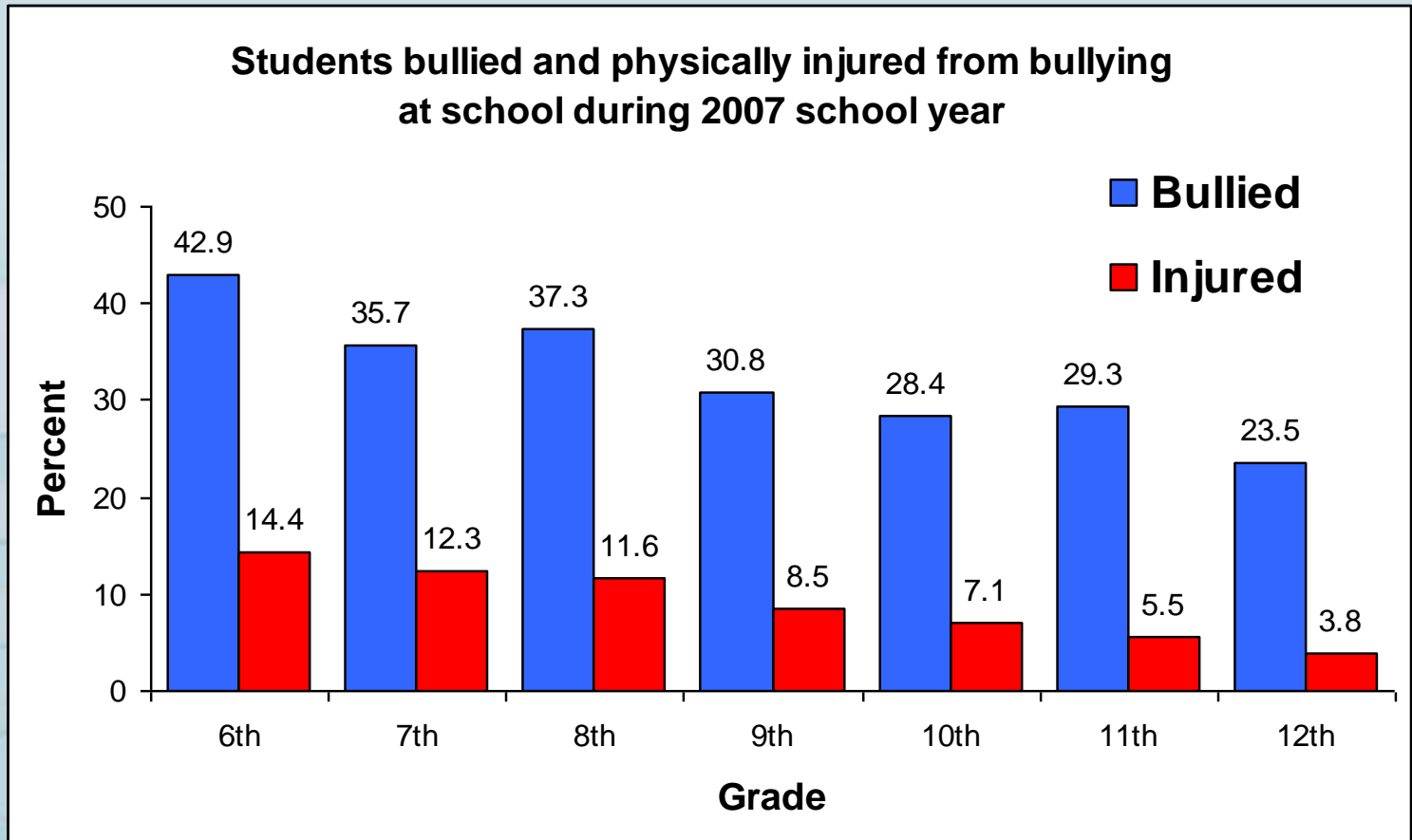


# Impact of Violence & Bullying

- Violence and bullying affect the extent to which students and staff feel “angry, anxious, depressed, fearful, frustrated, upset, traumatized, worried, sad, otherwise distressed” directly and indirectly (e.g., Nansel et al., 2001; Flannery, 2006)



# Bullying Remains Pervasive



Data Source: Indicators of School Crime and Safety 2009. Table 11.2

# Examples of relationship between Climate and Achievement: Findings from National Surveys

## ■ NAEP-

- ◆ At all three grade levels students in schools reporting an above-average climate had higher mean NAEP mathematics scale scores than students in schools reporting average or below-average school climate on the same measure  
(Greenberg, Skidmore, Rhodes, & Nesbitt, 2001)

## ■ NELS –

- ◆ Adolescent perceptions of connections with teachers predicted academic growth in Mathematics (Gregory & Weinstein, 2004)
- ◆ Students were more likely to perform well on tests when they believe that their teachers care about them (Muller, 2001; Ryan & Patrick, 2001)

# Other Research Examples from Individual Studies

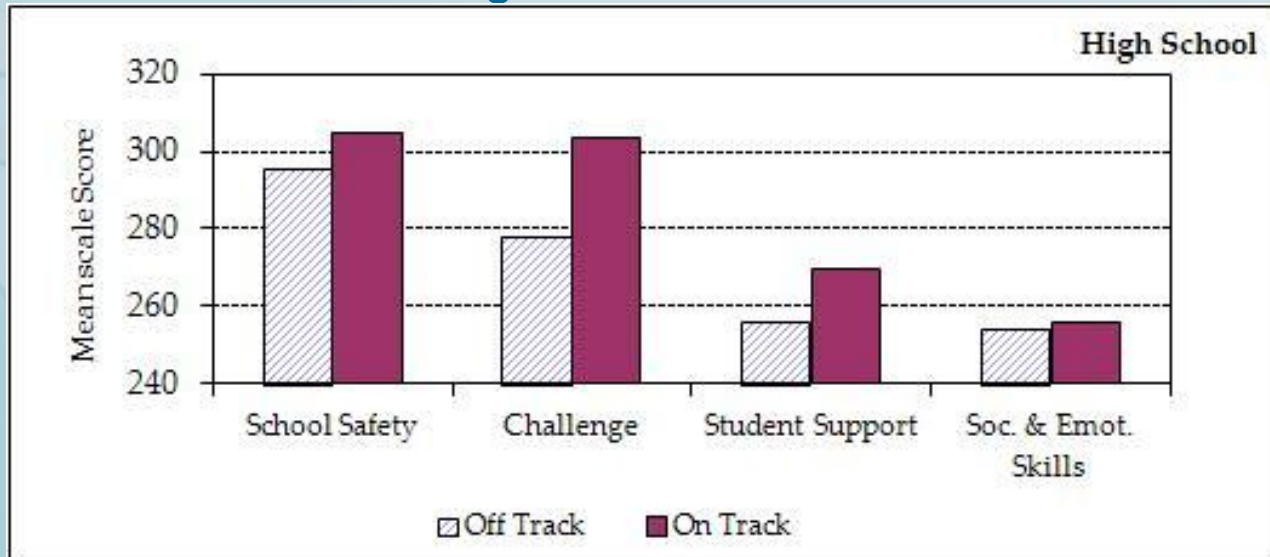
- Feeling secure with teachers and being engaged related to positive coping and using teachers to address school problems (*Ryan et al. 1994*)
- Lack of teacher nurturance was the most consistent negative predictor of academic performance and social behavior (*Wentzel, 2002*)
- Teachers who had high-quality relationships with their students had 31% fewer discipline problems, rule violations, and related problems over a year's time than did teachers who lacked high-quality relationships with their students (*Waters, Marzano, & McNulty, 2003*)



# Social Emotional Conditions for Being Off Track

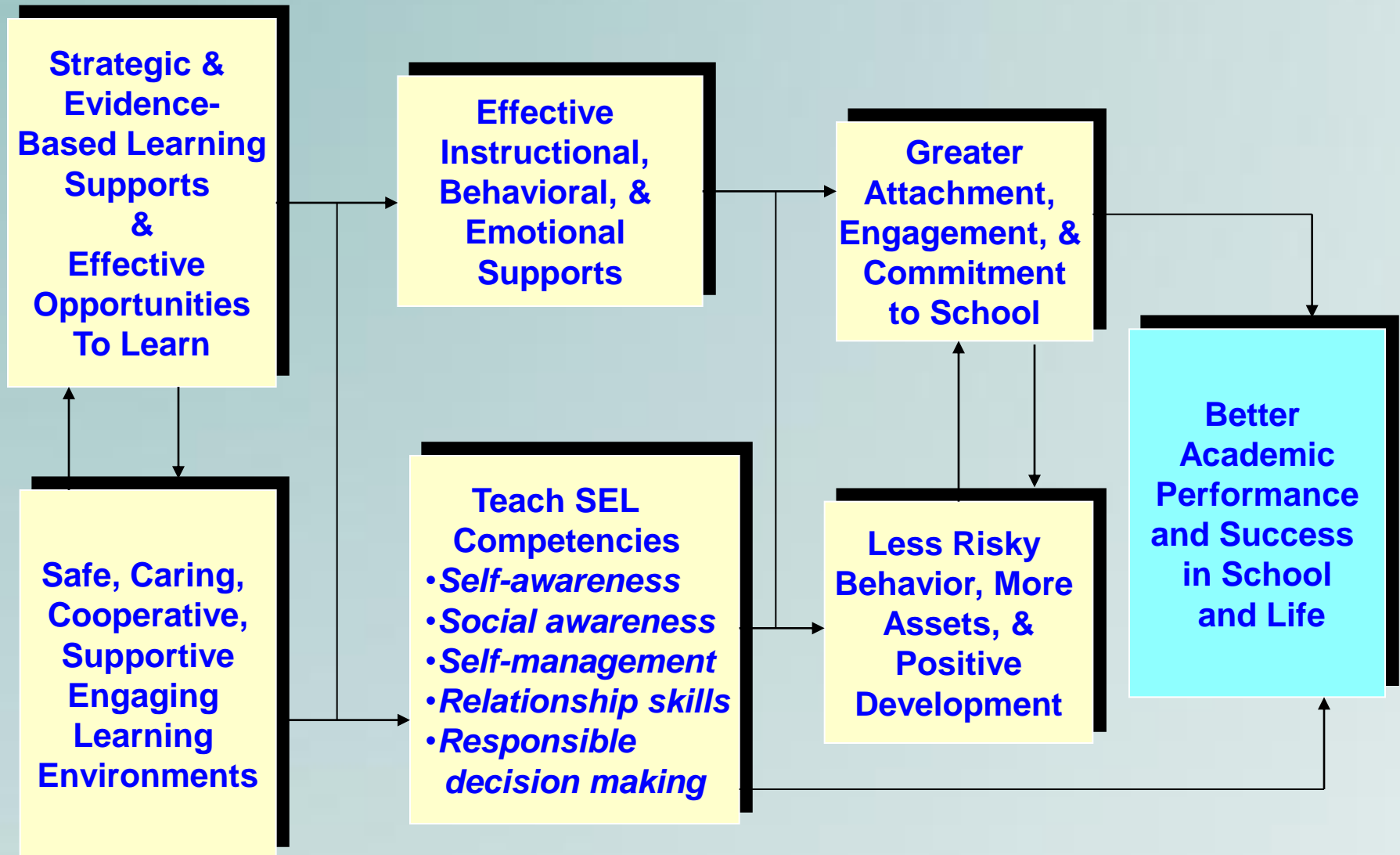
## ■ Indicator computed for 9th grade students

- ◆ Students are “on track to graduate” if . . .
  - Earned at least five full-year course credits in their freshman year, and
  - Received no more than one semester F in a core course
- ◆ “On track” students tended to score higher than “off track” students on the School Safety, Challenge, and Student Support
- ◆ No differences were observed between the two groups in the Social Emotional Learning Skills scale





# Connecting the Dots



# Conditions for Learning



**SAFE & RESPECTFUL CLIMATE**



**STUDENT SUPPORT**



**ACADEMIC CHALLENGE**



**SOCIAL &  
EMOTIONAL  
LEARNING**

# Safe and Respectful Climate

- **Physical safety**
- **Little or no fighting, bullying, crime, gang presence, or substance abuse**



# Safe and Respectful Climate

- Emotional safety
- Climate of mutual respect and trust
- Students comfortable taking personal and academic risks



# Safe and Respectful Climate

## ■ Standard: Excellent

- ◆ Students feel physically safe in their classes, in the hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.

# Student Support



- Adults listen to students, care about them and treat them fairly
- Adults provide a welcoming environment for students



# Student Support

- Teachers establish a connection with students
- Teachers provide extra help when students are having trouble understanding material
- Teachers engage students in the learning process



# Student Support

## ■ Standard: Excellent

- ◆ Students think that *most* of their teachers and other adults in the school listen to them, care about them, and treat them fairly. Students report that teachers notice when they are having trouble and readily provide extra help when it is needed.



# Academic Challenge

- School courses and lessons are challenging to students
- School staff provide academic support to all students



# Academic Challenge

- Students are expected to work hard to learn
- Students are interested in what they are learning
- Students are not bored by their classes



# Academic Challenge

## ■ Standard: Excellent

- ◆ Students think that their teachers and other adults in the school expect all students to put in a high level of effort and be engaged in their coursework. Students think that most classes are interesting, challenging, and relevant.

# Social and Emotional Learning

- Work well with others
- Cooperate as team players



# Social and Emotional Learning

- Solve problems with persistence and creativity
- Set and work toward goals
- Make responsible decisions in academic and social settings
- Recognize and manage emotions





# Social and Emotional Learning

## ■ Standard: Excellent

- ◆ Students report that *most* students in the school have good social skills, want to do well in school, and work well in teams. These students resolve conflicts peacefully, solve problems creatively, and think cheating is wrong. They do their best, even when their school work is difficult.

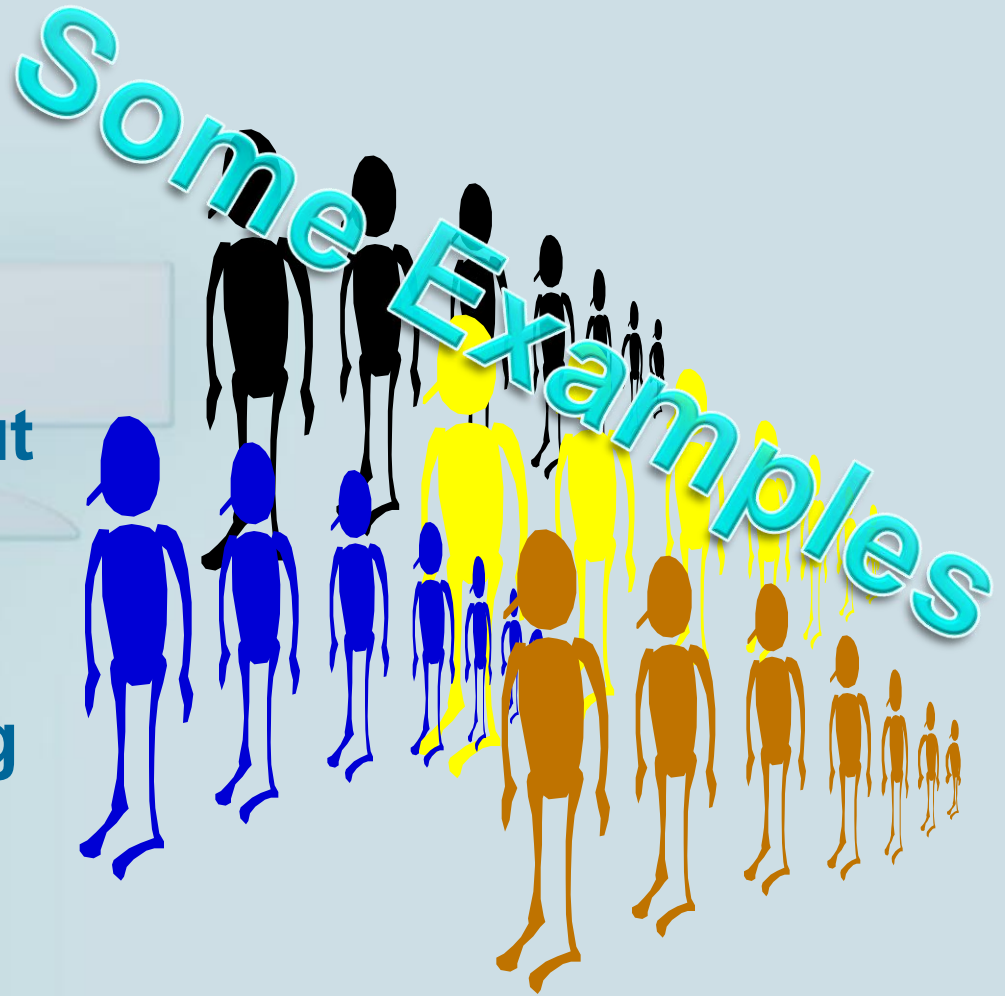
# **SCHOOL, FAMILY, & COMMUNITY PARTNERSHIPS**



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# Universal Strategies for ALL Families: 1st tier.

- Create a welcoming environment
- Solicit family input
- Provide an orientation
- Establish ongoing communication
- Sponsor social activities

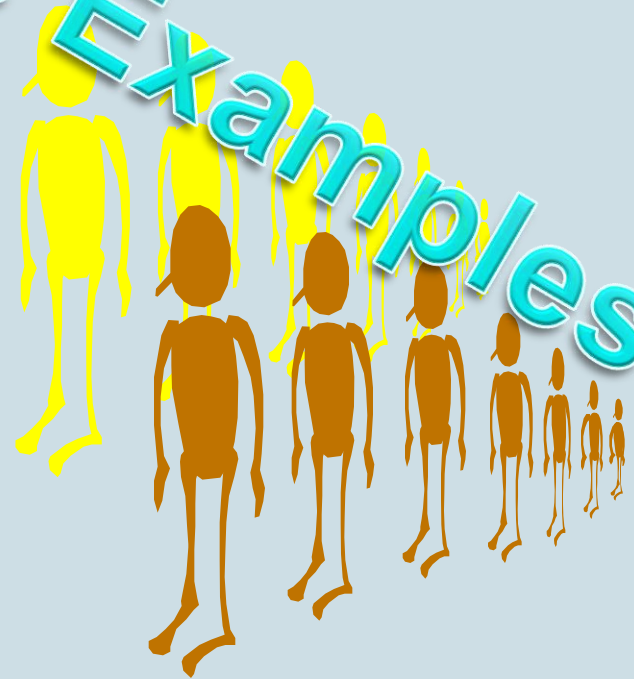




# Selective Strategies to BOOST Some Families: 2nd tier.

- Connect families with each other
- Offer families education and training
- Translate materials
- Solicit family input
- Recruit family members to serve on advisory groups

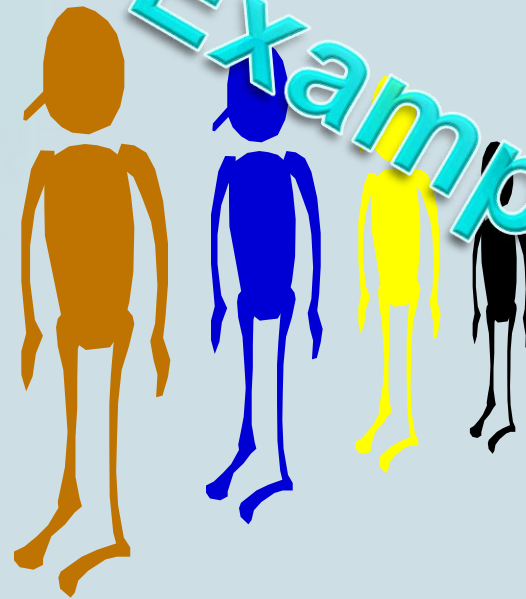
Some Examples



# Intensive Strategies for Hard to REACH Families: 3rd tier.

- Tailor approaches to each family
- Repair relationships between the student and their family
- Hire Family Liaisons to work with families 1:1

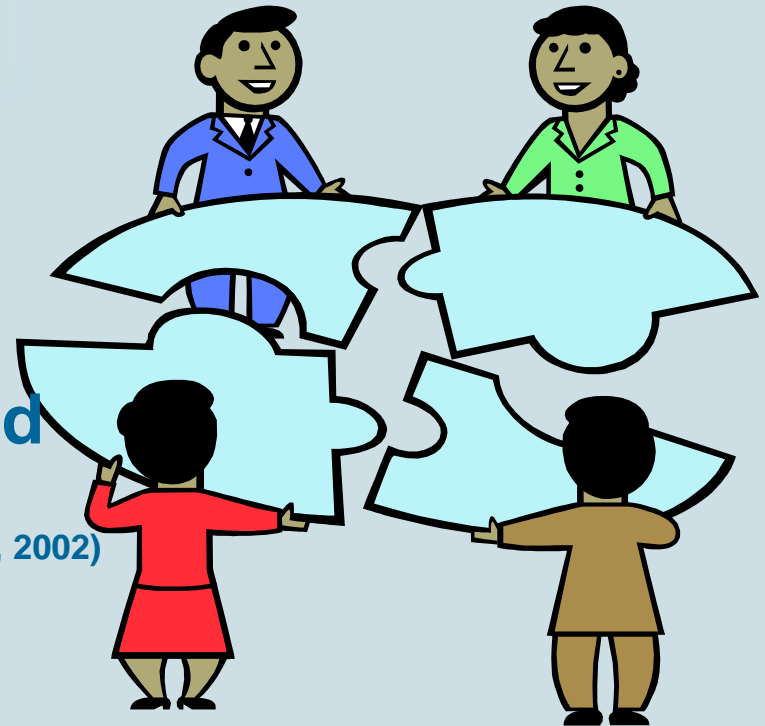
Some Examples



# How do Higher Performing Schools Engage Families and Community?

- Build trusting collaborative relationships among teachers, families, and community members
- Recognize, respect, and address families' needs, as well as class and cultural difference
- Embrace a philosophy of partnership where power and responsibility are shared

(Henderson & Mapp, 2002)



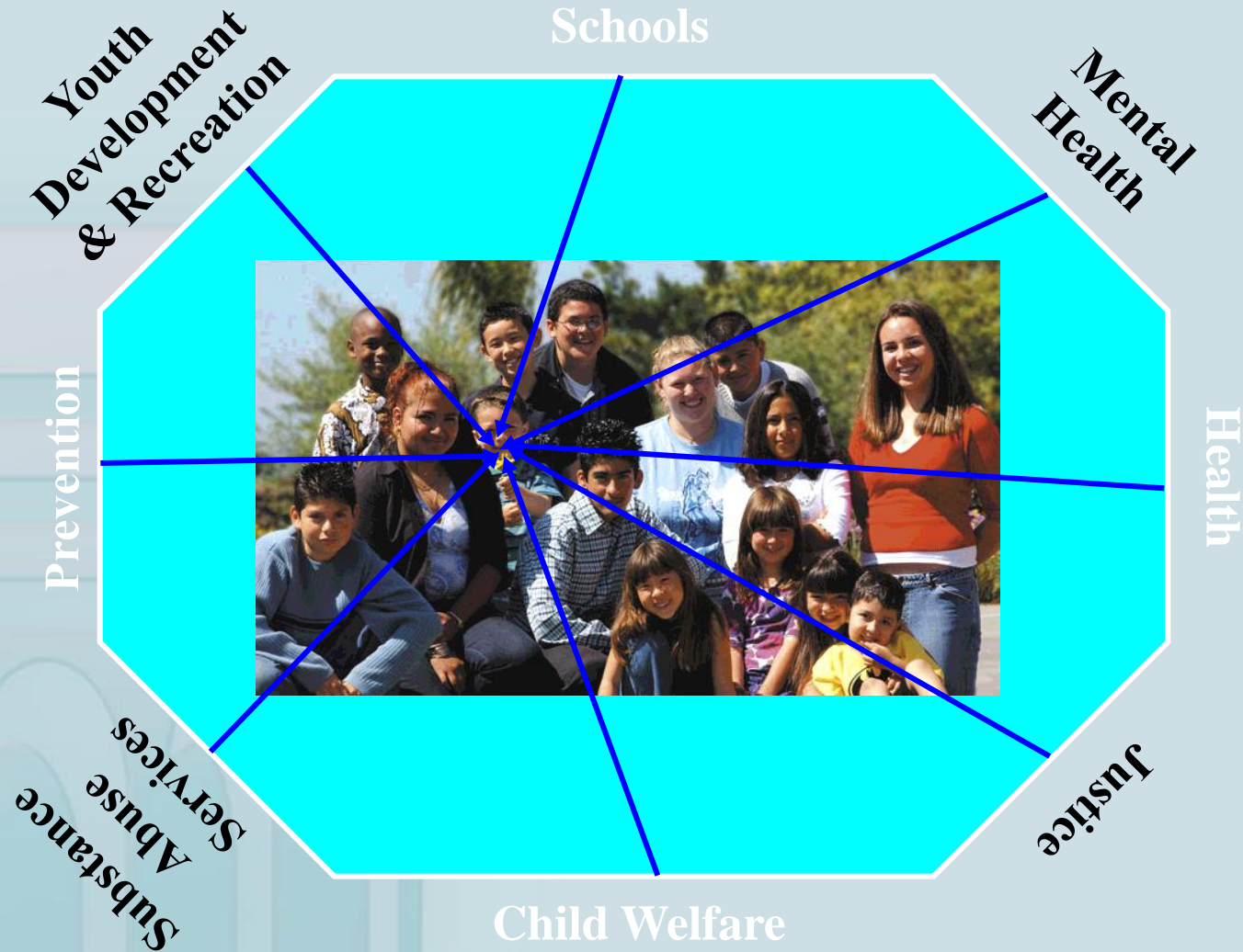
# What Can We Do?

(based on research of Henderson & Mapp, 2002)

- Recognize that all parents—regardless of income, education, or cultural background—want their children to do well and can be involved in their children's learning
- Design programs that will support families to guide their children's learning, from preschool through high school
- Develop the capacity of school staff to work with families
- Link efforts to engage families to learning in school, at home, and in the community; and
- Build families' social and political connections



# Fragmented Perceptions & Mandates



# ICYD: Youth Development Result Areas

- All youth have safe and supportive families, schools, and communities;
- All youth are healthy and socially competent;
- All youth are successful in school
- All youth are prepared for a productive adulthood





"WHO STOLE THE PEOPLE'S MONEY?" — DO TELL .NYTIMES.

'T WAS HIM.

# **ORGANIZATIONAL EFFICACY, EFFECTIVE COLLABORATION, & THE EFFICIENT USE OF DATA**



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## 2006 Student Connection Survey

Dear School Community,

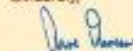
As part of the High School Transformation Project, a multi-year effort focused on helping all high schools improve, CPS has produced the High School Scorecard to share data about our schools in a variety of areas. One area, Student Connection, reports information about student perceptions of safety, educational expectations, school support, social and emotional skills, and extracurricular participation, all of which have been shown to be necessary conditions for learning. These data were collected through a student survey. The survey results for your school are contained within this report.

This report is from the point of view of our students; while their perceptions may not match our own, it is essential that we value and respect their voice. Listening to what the students have to say is an important step toward keeping them engaged as partners in producing meaningful change in our schools.

The data from this survey, together with other information such as attendance, disciplinary referrals, and test gains, provide information to enhance your school's approach to student connection.

I am very proud that CPS is the first large urban school district in the country to systematically measure student connection information, share it transparently, and provide additional tools that school leaders can use to improve in this area. I am confident that your school will be able to use this information to improve the learning conditions and learning outcomes available to all our students.

Sincerely,



Arne Duncan  
Chief Executive Officer

### What is in this report?

Pages 2-5 of this report present your school's results on the four scales of the Student Connection Survey and compare those results with the district average.

Results are shown as the percentage of students whose responses fall into the excellent, adequate, and needs improvement categories. Results are also shown for subgroups of students.

Pages 6 and 7 of this report present results for individual survey questions; these results should be interpreted with caution because individual items are not as trustworthy as scale scores.

#### Response Rate by Grade:

Freshmen	56%
Sophomores	70%
Juniors	81%
Seniors	87%

On the back page of the report, you can find suggested next steps for using these results for school improvement. As you work with your school community to make plans for school improvement, remember to focus on all students even if the majority of students rated your school positively.

### What role can principals play?

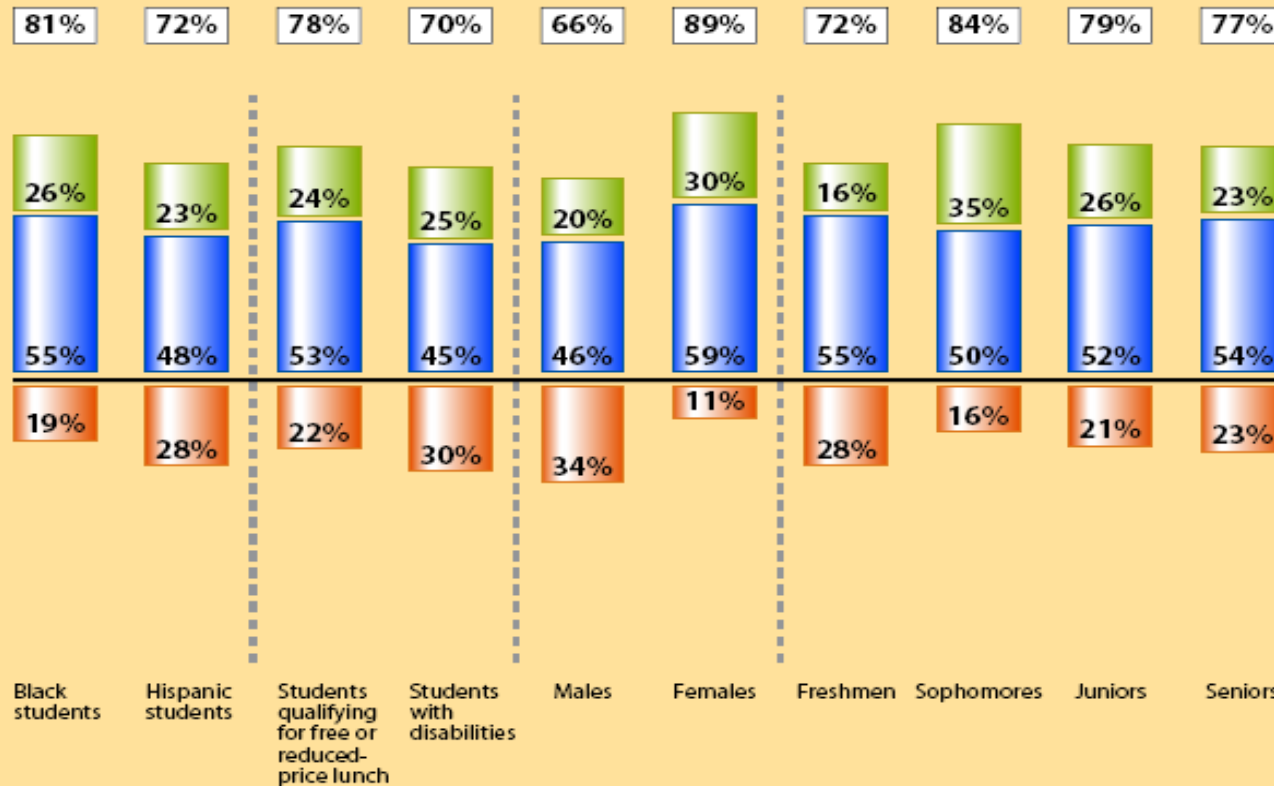
When principals work together with staff, students, and parents on the conditions for learning in a school, powerful instructional communities are built. Principals can personally model the process of using data to make decisions about how to improve schoolwide and classroom practices.

#### Percentage of students whose responses indicate that your school is performing adequately or better:

Safe and Respectful Climate	76%
High Expectations	82%
Student Support	79%
Social and Emotional Learning	78%

## Results by Groups of Students

Percent Adequate or Above



Results are not reported for Asian/Pacific Islander students, Native American students, White students and English language learners because there were fewer than 10 students in each of these groups in your school.

### CPS NEWS

[CPS Press Releases](#)  
[Daily News Clips](#)  
[CPS Newsletters](#)  
[Renaissance 2010](#)  
[CPS InterComm](#)

### CPS INFO

[At A Glance / Quick Facts](#)  
[School Calendar](#)  
[CPS Budget](#)  
[Departments](#)  
[Programs and Initiatives](#)  
[HR Services / CPS Jobs](#)  
[Board Policies](#)  
[IMPACT](#)

### CPS CORE STRATEGIES

[State of the Strategies](#)  
[Literacy](#)  
[Human Capital](#)  
[Creating More Learning Opportunities](#)

### OTHER LINKS

[City of Chicago](#)



Dear CPS Community:

In order to visualize college, it's important for CPS students to see campus life first-hand. So City Colleges of Chicago is hosting a bus tour this week, from Aug. 14 to 17, to give our students and recent graduates, as well as their parents, a close-up view of their local college options:

Daley College, 7500 S. Pulaski Rd. (Aug. 14)  
 Olive-Harvey College, 10001 S. Woodlawn Ave. (Aug. 15)  
 The new Kennedy-King College, 6301 S. Halsted St. (Aug. 15)  
 Malcolm X College, 1900 W. Van Buren St. (Aug. 16)  
 Harold Washington College, 30 E. Lake St. (Aug. 16)  
 Wright College, 4300 N. Narragansett Ave. (Aug. 17)  
 Truman College, 1145 W. Wilson Ave. (Aug. 17)

Students and parents are encouraged to visit every school on each day that the tours are offered. Bus transportation is provided, as is a free lunch and refreshments. Tours depart Rainbow/PUSH headquarters, 930 E. 50th St., at 9 a.m. each day, and buses return at 4 p.m.

Students and parents will see that each school is a little bit different. But when it comes to the City Colleges of Chicago, there are some very important commonalities: affordability, accessibility, quality, flexible scheduling and course variety.

City Colleges of Chicago is giving our students a great opportunity, and we encourage them all to take advantage of it!

Sincerely,

Arne Duncan



**Visit The InterComm for CPS announcements**

### SCHOOL INFO

***CPS Choice Directory and Scorecard (CDS):***  
**CDS - Elementary**  
**CDS - High Schools**  
**Magnet Schools /Programs**  
***School Locator (SL):***  
**SL - Early Childhood**  
**SL - Elementary or HS**  
**Ombuds. School Directory**  
**State School Report Cards**  
**Test Scores and More**  
**School Building Assessments**

### STUDENT INFO

**Don't Drop Out**  
**Homework Tips**  
**Service Learning**  
**College is Possible**  
**Safety and Health**  
**Student Highlights**  
**CPS Sports**

# Clemente

On October 7, 2005, Clemente Community Academy was named one of 75 "Promising Schools" nationally by the Council of Chief State School Officers (CCSSO), the Bill & Melinda Gates Foundation, and the International Center for Leadership in Education (ICLE) for successfully organizing six small schools. "Success by Design and Leadership" is the motto of the six Clemente small schools.

## Neighborhood School

1147 North Western Avenue  
Chicago, Illinois 60622  
**Attendance Boundaries** Yes see map  
**Phone** 773-534-4000  
**Fax** 773-534-4012  
**Principal** Leonard Kenabrew  
**Contact** Dr. Nguyen-Trung Hieu

**Web** clementehs.org  
**Instruction Area** 21  
**Grades** 9-12  
**Enrollment** 2,384  
**Special needs students** 21%  
**ELL students** 9%

## Admissions

Open to students living in attendance area. If space is available, students from outside the area may apply. Contact the school for more information.

**Contact** Renee Ortman

**Application** Standard Application, see back of book.  
**Application deadline** December 22, 2006  
**Testing** None required.

## Overview

Roberto Clemente Community Academy is an active participant in the CPS Small Schools Initiative and operates six schools-within-a-school as part of its program. MSTA is open to students from outside Clemente's attendance area. Clemente also offers several Education To Careers (ETC) tracks including an award-winning culinary arts program.

Small school teachers have helped redefine the school's emphasis on team teaching, problem solving and educational clusters. Clemente builds strong ties between school and community.

In addition to our six small schools, Clemente offers ETC clusters in architectural drafting, CISCO networking, culinary arts, fashion design and information technology.

Honors classes are available to qualified students in all core subjects.

Advanced Placement (AP) classes are offered in English language, English literature, Spanish, U.S. history, chemistry and physics. Clemente has had a successful full-time partnership with DePaul University, Northeastern University, and Northwestern University since 1997.

**Athletics** Baseball, basketball, bowling, cross country, football, soccer, softball, track, volleyball and wrestling.

## Scorecard

	Score	CPS Rank	Trends, Benchmarks
<b>Student Outcomes</b>			
Freshmen Graduating within Five Years	53%	29 of 57	46% 46% 53%
Graduates Enrolled in College or Postsecondary Education	26%	54 of 61	
Graduates Not Attending College Who are Employed	51%	16 of 45	

<b>Academic Progress</b>			
Meet/Exceed PSAE State Standards	13%	44 of 68	10% 12% 13%
Freshmen On-Track to Graduate	60%	29 of 68	63% 53% 69%
Average ACT	14.8	51 of 62	Illinois avg. 20.1
Students Making Expected Gains	34%	51 of 68	
Students Enrolled in Advanced Placement Classes	3%	34 of 51	
Students Scoring 3+ on Advanced Placement Exams	34%	10 of 27	
Made NCLB Adequate Yearly Progress	No		

<b>Student Connection</b>			
Average Days Absent per Student	24.1	42 of 79	23.9 26.6 24.1
Students Reporting Participation in Extracurricular Activities	62%	73 of 85	
Students Reporting a Safe and Respectful School Climate	62%	58 of 85	
Students Reporting High Expectations at School	78%	34 of 85	
Students Reporting Supportive Teachers and Staff at School	78%	29 of 85	

## School Characteristics

Highly Qualified Teachers	76%	82 of 88
Average Days Absent per Teacher	9.3	42 of 86
School Cleanliness	Available Fall 2007	





# Scorecard

Score CPS Rank Trends, Benchmarks

## Student Outcomes

2002 2003 2004

Freshmen Graduating within Five Years

53%

29 of 57

46%

48%

53%

Graduates Enrolled in College or Postsecondary Education

26%

54 of 61

Graduates Not Attending College Who are Employed

51%

16 of 45

## Academic Progress

2003 2004 2005

Meet/Exceed PSAE State Standards

13%

44 of 68

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Made NCLB Adequate Yearly Progress

No

## Student Connection

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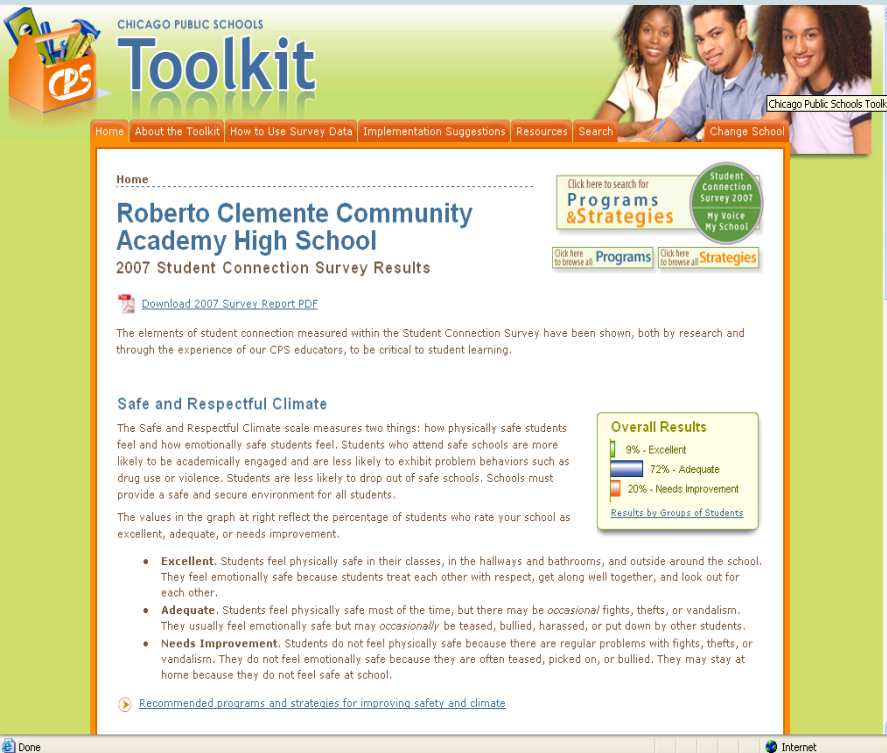
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# Student Connection Toolkit



- School resource
- Customized information
- Criteria for listing programs
  - ◆ Availability to all schools
  - ◆ Capacity to support
  - ◆ Researched based
  - ◆ Alignment to strategies
  - ◆ CPS tested

## Home

# Roberto Clemente Community Academy High School

## 2007 Student Connection Survey Results


[Download 2007 Survey Report PDF](#)

The elements of student connection measured within the Student Connection Survey have been shown, both by research and through the experience of our CPS educators, to be critical to student learning.

## Safe and Respectful Climate

The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Schools must provide a safe and secure environment for all students.

The values in the graph at right reflect the percentage of students who rate your school as excellent, adequate, or needs improvement.

- **Excellent.** Students feel physically safe in their classes, in the hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.
- **Adequate.** Students feel physically safe most of the time, but there may be *occasional* fights, thefts, or vandalism. They usually feel emotionally safe but may *occasionally* be teased, bullied, harassed, or put down by other students.
- **Needs Improvement.** Students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are often teased, picked on, or bullied. They may stay at home because they do not feel safe at school.


[Recommended programs and strategies for improving safety and climate](#)

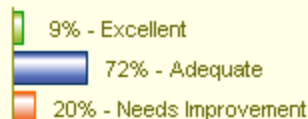
Click here to search for  
**Programs**  
& **Strategies**

Student  
Connection  
Survey 2007  
My Voice  
My School

Click here  
to browse all **Programs**

Click here  
to browse all **Strategies**

## Overall Results



[Results by Groups of Students](#)





[Home](#) » [Search](#) » [Program](#)

## Lions-Quest®



**Intervention Level:**  
Prevention/Development

**Approval:** No CPS resources available  
**Grades:** K-12

Click here to search for  
**Programs  
& Strategies**

Student  
Connection  
Survey 2007  
My Voice  
My School

Click here  
to browse all **Programs**

Click here  
to browse all **Strategies**



Print the whole Program

**Quick Tips**

**Description**

**Research**

**Program  
Components**

**FAQs**

**Contacts &  
Resources**

**My Voice,  
My School**

### Related Elements

Safe and Respectful Climate - Social and Emotional Learning

### Description Summary

#### Program Description

*Lions Quest programs are school-based, comprehensive, positive youth development and prevention programs for students in kindergarten through 12th grade. Programs have school, home, and community activities to promote strong character through life skills, character education, SEL, civic values, drug prevention, and service-learning education. Lions Quest supports a safe and respectful school climate by promoting positive social behaviors (e.g., speaking up for yourself, dealing with intimidation, helping others) and decreasing risk for problem behaviors, such as substance use and violence.*

[Read more](#)

### What the Experts Say

#### My Voice, My School

"We got what we were looking for. The training brought us together before school started in the fall. We laughed, talked,

# DASHBOARDS TO FOCUS DATA USE



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# Challenges

- Drowning in Data
- Drowning in Information
- Indicators that May Not Matter Much
- Lack of Alignment Between and Among Levels of Performance
- Competing, Unaligned, or Underaligned Indicators
- Parallel Play rather than Collaboration
- Building to Scale



# Dashboard Purpose

- **Transparency**
- **Guide Action**
- **Accountability**
- **Continuous Improvement**
- **Interagency Collaboration**

# Dashboard Purpose

- **Transparency**
- **Guide Action**
- **Accountability**
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# Dashboard Approach

- **Small Number of Metrics**

- **Right Metrics**

- ◆ What is measured
- ◆ How it is conceptualized

- **Actionable**

- **High Standards**

- ◆ On Track to Thrive
- ◆ On Track
- ◆ Off Track

# Dashboard Approach

- **Aligned at Multiple Levels**
- **Inputs and Outputs**
- **Can Be Disaggregated**
- **Can Drill Down**
- **Common Indicators**
- **Create Common Performance Indicators**



# An Example of What Can Be Done to Help Build Capacity: New York State Dashboard Development

- Deputy Secretary of Education
- Education
- Mental Health
- OCFS
- Probation
- Labor
- Division of Criminal Justice Services
- Commission on Children and Families



# Dashboard One

INPUTS and  
Aligned  
Performance  
Measures

OUTCOME

% Children  
Meeting  
Kindergarten  
Screening  
Standards

% OF  
CHILDREN  
AGES 0-5  
WITH  
HEALTH  
INSURANCE

% OF CHILDREN  
MEETING AAP  
"WELL CHILD" AND  
IMMUNIZATION  
STANDARDS

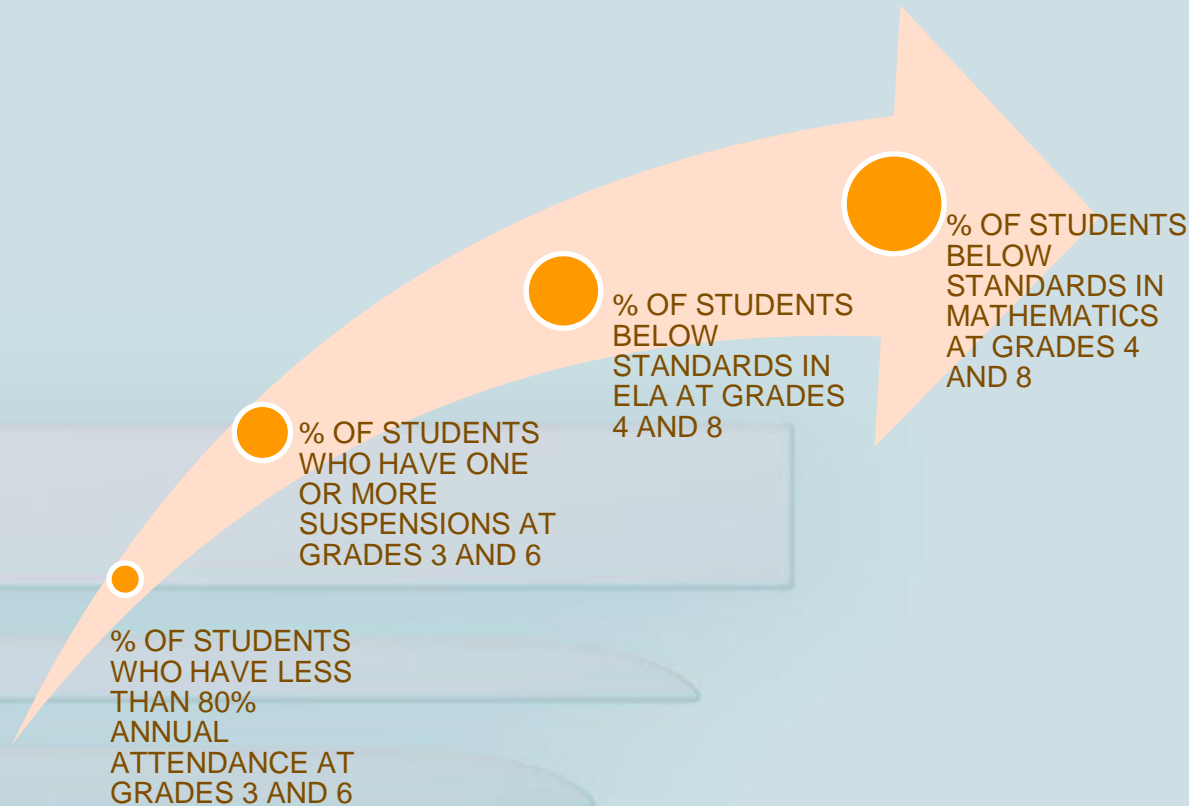
% OF FOUR-  
YEAR-OLDS  
ENROLLED IN  
QUALITY  
PRESCHOOL

REDUCTION  
IN THE  
NUMBER OF  
CHILDREN  
EXPELLED  
FROM  
PRESCHOOL

% OF  
PARENTS IN  
NEED OF  
SUPPORT,  
RECEIVING  
HOME CARE  
VISITS

INPUTS

OUTCOME



**% OF STUDENTS  
“ON TRACK”  
TO  
GRADUATE &  
“On Track” to  
“Thrive”**

# ELEMENTARY AND MIDDLE SCHOOLS

DASHBOARD TWO: “ON TRACK” METRICS



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INCREASE  
GRADUATION  
RATE

DASHBOARD  
STUDENT  
SOCIAL  
EMOTIONAL  
CAPACITY

DASHBOARD  
THREE:  
CONDITIONS  
FOR  
LEARNING

DASHBOARD  
TWO: ON  
TRACK  
METRICS

DASHBOARD  
ONE:  
READINESS

DASHBOARD FIVE:  
GRADUATION RATE



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# Keep Your Eye on the Prize & Thanks



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